DOCUMENT RESUME

ED 417 091 SO 027 131

AUTHOR	Ruth, Amy, Ed.
TITLE	Iowa's Kid Heroes.
INSTITUTION	Iowa State Historical Society, Iowa City.
ISSN	ISSN-0278-0208
PUB DATE	1996-00-00
NOTE	33p.; Photographs may not reproduce clearly.
AVAILABLE FROM	State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, Iowa 55240-1806, phone: 319-335-3916; also available in alternate formats.
PUB TYPE	Collected Works - Serials (022) -- Guides - Classroom - Learner (051)
JOURNAL CIT	Goldfinch; v18 n1 Fall 1996
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Elementary Education; *Folk Culture; *Legends; *Local History; Oral Tradition; *Social Studies; *State History
IDENTIFIERS	*Iowa

ABSTRACT

This theme issue of "Goldfinch" focuses on the definition of 'hero' and uses examples from Iowa's history to demonstrate the definition. Heroes of all ages have appeared in legends and real life, facing different challenges in the circumstances of life. The heroes profiled are ordinary people who have done extraordinary things. Those heroes chronicled in this edition include: (1) Susan Clark who integrated a white Muscatine school in 1867 with the decision upheld by the Iowa Supreme Court in 1868; (2) the young heroes of the Civil War who served as drummer boys, guides, and aides on the Underground Railroad; (3) fifteen-year-old Kate Shelley who prevented a loaded passenger train from crossing a collapsed bridge and went on to become a railroad station master; (4) the recycling efforts of home front heroes during World War II; (5) Mary Beth and John Tinker and Chris Eckhardt who protested the Vietnam War in their high school and launched the landmark Supreme Court case Tinker versus Des Moines, dealing with freedom of expression; and (6) Chris Eckhardt, the "forgotten litigant" in the Tinker case. Several activities and opportunities for further research are suggested. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

THE Goldfinch

Iowa History for Young People

Volume 18, Number 1, Fall 1996

ED 417 091

SO 027 131

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

D. GORE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Iowa's kid heroes

What is a hero? Depends who you ask. To some, a hero is a person who is super-brave, super-smart and has done something super-spectacular. Many people look up to heroes for their bravery, strength, courage, and honor. To others, a hero may be an ordinary someone – like a parent or friend – whose unselfish acts benefit others. A hero may also be someone who stands up to unfair practices and brings about change.

In Iowa history, heroes of all ages have appeared in legends and real life. In each new generation, Iowa's kid heroes have faced different challenges.

Little Brother, a young character in a Mesquakie folk tale, heroically won back the rule of the earth from fierce animals. Today, the story of Little Brother helps Mesquakie children understand their past.

In 1907, 11-year-old Marjorie Coast rescued a drowning friend from the Iowa River. For her bravery, Marjorie became the second-youngest recipient of the Carnegie Medal from the Carnegie Hero Fund Commission.

In 1984, Iowa City resident Charity Grant, 10, refused a "good reading" prize from the Noon Optimist Club of Coralville because the organization did not allow women to be members. Although Ms. magazine, a national women's publication, nominated Charity as one of 12 "Women of the Year" in 1985, Charity received hate mail and phone calls from friends, neighbors, and strangers who did not approve of her actions. While some considered Charity a hero and praised her actions, others did not.

The other kid heroes you'll meet in this issue of *The Goldfinch* are much like Little Brother, Marjorie, and Charity. They are ordinary folks who have done extraordinary things. Heroes have lived in different times during Iowa's past, but they share some things in common – their past actions have made life better for today's Iowans and their stories are important parts of the state's impressive timeline. C'mon along – they're waiting to meet you! ☆

– The Editor

The Goldfinch

Volume 18, Number 1 ☆ Fall 1996

Winner of a 1988 Parents' Choice Honor Award

Educational Press Association of America member

EDITOR: Amy Ruth
PUBLICATIONS DIRECTOR: Marvin Bergman, Ph.D.
FICTION EDITOR: Steven Blaski
PROOFREADER: Claire Dixon
ILLUSTRATION: Mary Wowe-Rowley
COVER DESIGN: Kris Atha

CONSULTING EDITORS: Lieutenant Gary Hoskins, Governor's Lifesaving Awards, Iowa State Patrol; David Monoe, author and illustrator

CONTRIBUTING WRITERS: Millie K. Frese; Diane Star Helmer; Cheryl Fusco Johnson; John W. Johnson, Ph.D. Professor and Head, Department of History, University of Northern Iowa; Linzee Kull McCray; Tom Owens; and John Searle

EDUCATORS' ADVISORY BOARD: Beth Arndt, Greenwood Elementary School, Des Moines; Gary Coffelt, Central Decatur Elementary, Leon; Linda Vandeventer, Harrison Elementary School, Davenport; Karla Willoughby, Hanawalt Elementary School, Des Moines

CHILDREN'S ADVISORY BOARD: Muriel Huckins, Council Bluffs; Jennifer Jirak, Waucoma; Allison Klaahsen, Little Rock; William Martin, Waterloo; Nina Moeller, Iowa City

SPECIAL THANKS TO: Fawn Stubben and Chris Eckhardt for the loan of photographs

CREDITS: The characters Wild Rosie and Goldie by SHSI exhibit designer Jerry Brown. Research for "Who's Your Hero?" conducted by Dr. Tom Morain and Living History Farms, published in the *Des Moines Sunday Register*, February 10, 1991.

The Goldfinch (ISSN 0278-0208) is published quarterly by the State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, Iowa 52240-1806 (319/335-3916). Second-class postage paid at Iowa City, Iowa. Subscriptions are $10 for four issues.

Postmaster: Send address changes to: Carol Carey, subscriptions coordinator, *The Goldfinch*, State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, Iowa 52240-1806.

© State Historical Society of Iowa, 1996. No portion of *The Goldfinch* may be reproduced without prior permission except for classroom use.

The *Goldfinch* is also available on cassette tape for the blind, the visually impaired, the physically handicapped, and the learning disabled. For more information contact the Iowa Department for the Blind, 1-800-362-2587. Or write to the Iowa Department for the Blind Library, 524 4th St., Des Moines 50309.

BEST COPY AVAILABLE

Who's your hero?

In 1991, Living History Farms in Urbandale, polled more than 1,000 Iowa kids and asked them to name the person they most admired. Their answers were published in the *Des Moines Sunday Register*. The results surprised many adults . . . and they may surprise you, too!

Thirty-four percent of the 1,308 students polled said they most admired a family member. Other much-admired folks included sports stars, actors, singers, U.S. presidents, authors, and God.

A few kids named other kids – like Bart Simpson and television teen stars Alyssa Milano and Candace Cameron – as their heroes. In a 1993 poll, one fifth-grader even picked "myself" as their most-admired person!

The graph below shows the complete results of the 1991 hero poll. In which category would you place your heroes? ☆

CONTENTS

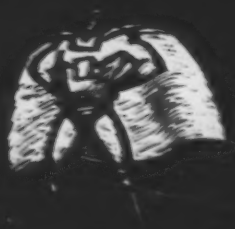
Features

Iowa's Kid Heroes 2
Who's Your Hero? 3
Susan Clark 6
Civil War Heroes 8
Kate Shelley 11
Homefront Heroes 16
Protest Heroes 20
The Forgotten Litigant 22
Fawn Stubben

Departments

Activity: WW II Maze 14
Activity: Be a Photo Historian 15
Activity: My Hero Scrapbook 16
Activity: Who Said It? 21
History Makers 24
A Play to Read or Perform 26
Answers 30
History Winners 30
The Roost 31

The word hero refers to both genders. A hero can be a man, woman, girl, or boy!



BEST COPY AVAILABLE

Mary Moye-Rowley

Susan Clark: schoolhouse hero

by Tom Owens

This Iowa hero did what the law said she wasn't allowed to do, and found her place in history. What would you have done in her place?

A 12-year-old girl changed Iowa history when she attempted to attend school one day in 1867.

Susan Clark had been attending the A.M.E. (African Methodist Episcopal) African School on Seventh Street in Muscatine, along with her younger sister, Rebecca, and their brother, Alexander, Jr. The children's father, Alexander Clark, was a success in town, first as a barber, then in lumber and other businesses. Alexander had moved his family from Ohio to Muscatine in 1842. The A.M.E. school was run by the church, offering the best education available in Muscatine to African-American children.

Susan's father thought his children could enjoy a better education if they continued their schooling at the Muscatine Second Ward Common School. He sent Susan there in the fall of 1867. On September 10, Susan entered the school, only to be stopped by school officials who were enforcing a "whites only" law. When Susan returned home to tell her parents she had been barred from the school, Alexander Clark immediately filed a lawsuit against the school board. It would take nearly a year to settle the case.

Susan's courage, and her father's belief that all children deserved the best education, benefited African Americans and other minorities across the state. On July 24, 1868, the Iowa Supreme Court agreed with the Clarks. The high court ruled that children should not be stopped from going to school because of race, nationality, religion, dress, or economic status. In a historic decision, the court ruling read, "The constitution and laws provide for the education of all the children in the State, without regard to color; and the board of directors have no discretionary power to

BEST COPY AVAILABLE

provide that the colored children shall attend at a separate school." After the court made its decision, Susan Clark returned to the Muscatine public school system. This time, she wasn't turned away.

A few years after her courageous act, Susan Clark graduated from Muscatine High School. She inspired her sister and brother to do the same. Alexander Jr. went on to become the first African American enrolled at the University of Iowa and graduated with a law degree in 1880. Susan's father followed in his son's footsteps. He started college at the age of 57 and became a lawyer in Muscatine in 1884. Seven years later, he became the United State's first African-American ambassador when President Benjamin Harrison appointed him Resident Minister and Consul General to Liberia.

For years, most credit for integrating schools in Muscatine and throughout Iowa was given to Susan's father. Meanwhile, Susan was nearly forgotten.

Because she was young, African-American, and a girl, 1800s historians had three easy excuses to forget about one of Iowa's bravest students. Few details have been uncovered about her later life, and today, historians do not know what Susan looked like or what she had to say about her heroic act. We do know that after she graduated from high school, she married Richard E. Holley, a minister in the A.M.E. church. The couple lived in Muscatine, Davenport, and Cedar Rapids. In Cedar Rapids, Susan was known as a popular dressmaker with her own shop.

Alexander Clark, Susan's father. No known photos or portraits of Susan have survived. (SHSI (Iowa City))

Susan Clark died on June 4, 1925. The Clark family graves, including Susan's, are at the Greenwood Cemetery in Muscatine. ★

YOUR TURN

1. Why do we know more about some heroes in history and less about others?
2. Is Susan's story less impressive because we know so little about her? Defend your answer.
3. Do you think everyone in Muscatine considered Susan a hero? Why or why not?

BEST COPY AVAILABLE

by Amy Ruth

Iowa's young heroes of the Civil War

The Civil War (1861-1865) was fought by brave men, women, and children on battlefields and in homes and farmsteads throughout the country.

Although too young to enlist as soldiers, some young men signed up as drummer boys. They drummed out orders and kept the beat that helped the men march in formation. Because soldiers relied on the drums to tell them what to do, the drummer boys were valuable members of Civil War military companies.

George Tod, a 16-year-old from Ft. Dodge, Iowa joined the 32nd Iowa Infantry in 1862 and was assigned the duties of a drummer boy. Two years after he enlisted, George was captured by the Confederate Army and taken to Cahawba prison in Alabama and later to Andersonville prison in Georgia. Andersonville had nightmarish conditions. There was no shelter from the elements, the prison was drastically overcrowded, and there was little food for the men. Every day, prisoners died in Andersonville.

George vowed to escape. One day he slipped unseen into a wagon loaded with wood and soon rode right out of the prison. Over the next year, George escaped and was captured again and again. Finally he found his way back to Iowa. After recuperating at home, and despite all his ordeals, George rejoined his regiment.

While George Tod and other Iowa drummer boys were serving on the battlefields of the Civil War, and during the years leading up to the war, Iowans at home also defended freedom and equality for all Americans.

Many Iowans worked on the Underground Railroad – a network of houses where runaway slaves could hide as they journeyed from slavery in the South to freedom in the North.

Iowans often hid runaway slaves on their properties. Some stayed in secret rooms; many found shelter in cornfields, outhouses, sheds, and haylofts.

Young people contributed to the operation of the Underground Railroad. Children could easily get away with doing things that would draw attention to adults. As part of their daily routines, children often carried meals to workers in the fields, or were sent on other errands by their parents. Who would know that a child was really carrying a meal to a runaway slave, or delivering an urgent message to an Underground Railroad station?

Christian Bykret, who grew up near Ft. Madison, was sent on such errands by his mother, who often gave him instructions within earshot of suspicious neighbors. When she gave him an old grain bag half-filled and told him to salt the livestock, Christian knew to walk down to

salt the livestock – feed
salt to animals

7

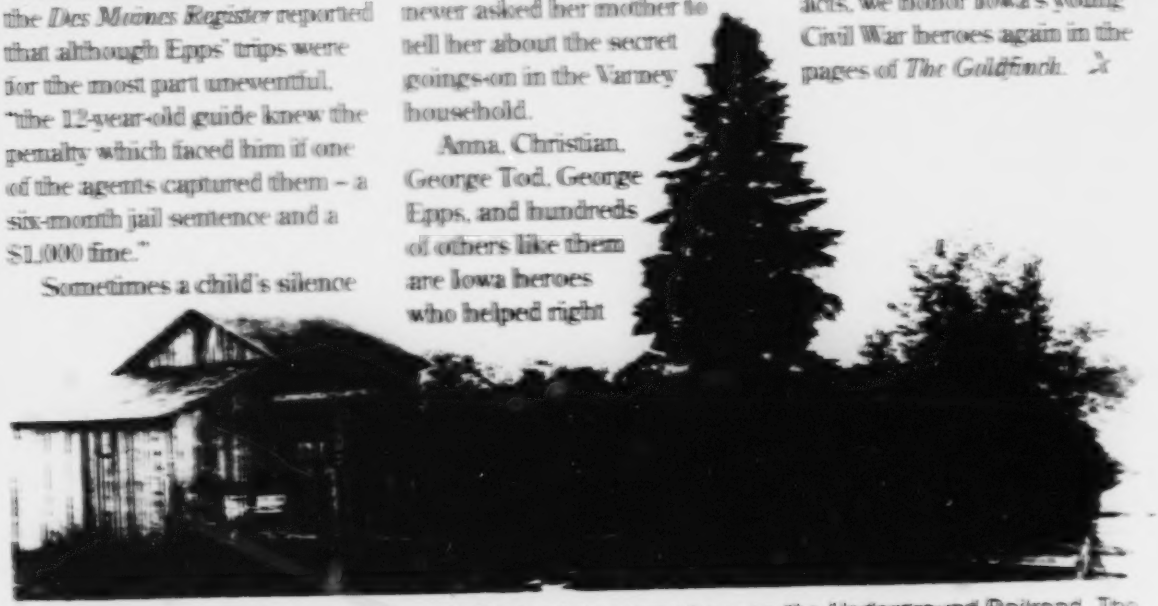
BEST COPY AVAILABLE

a nearby bridge, into the woods, and give the bag – containing a loaf of bread, cooked meat, and boiled potatoes – to a runaway slave seeking refuge in an abandoned cabin. Once he had completed the secret errand, Christian returned to the farmstead and completed the rest of his chores in full view of the neighbors.

George Epps acted as a guide for runaway slaves in Warren County, taking them one step closer to freedom. Years later, the *Des Moines Register* reported that although Epps' trips were for the most part uneventful, "the 12-year-old guide knew the penalty which faced him if one of the agents captured them – a six-month jail sentence and a $1,000 fine."

Sometimes a child's silence was the biggest help to adult conductors. Young Anna Varney, who lived two miles west of Springdale, Iowa knew that something strange was going on in her home. Her mother often rushed her out of the house to play at a neighbor's home. Sometimes at night, as Anna lay awake in her bed, she heard strange, hushed voices coming from downstairs. When she got up in the morning, the voices were gone. Despite her curiosity, Anna never asked her mother to tell her about the secret goings-on in the Varney household.

Anna, Christian, George Tod, George Epps, and hundreds of others like them are Iowa heroes who helped right the wrongs of slavery. The names and stories of Underground Railroad heroes were rarely revealed. To ensure the safety of all involved, few written records were kept about the secret organization. These heroes had to keep quiet about their activities. Sometimes, near the end of their lives, the individuals told their stories to newspapers so others could read about their adventures and accomplishments. Today, more than 100 years after their heroic acts, we honor Iowa's young Civil War heroes again in the pages of *The Goldfinch*.



Some Iowa farmsteads, like this one in Springdale, were stops on the Underground Railroad. The inhabitants, including children, often hid fugitive slaves in fields, barns, and outhouses. SHSI (Iowa City)

BEST COPY AVAILABLE

by John Searle

Kate Shelley: railroad hero

Although the story of railroad hero Kate Shelley is almost legendary in Iowa, few people know how Kate's heroism shaped the rest of her life.

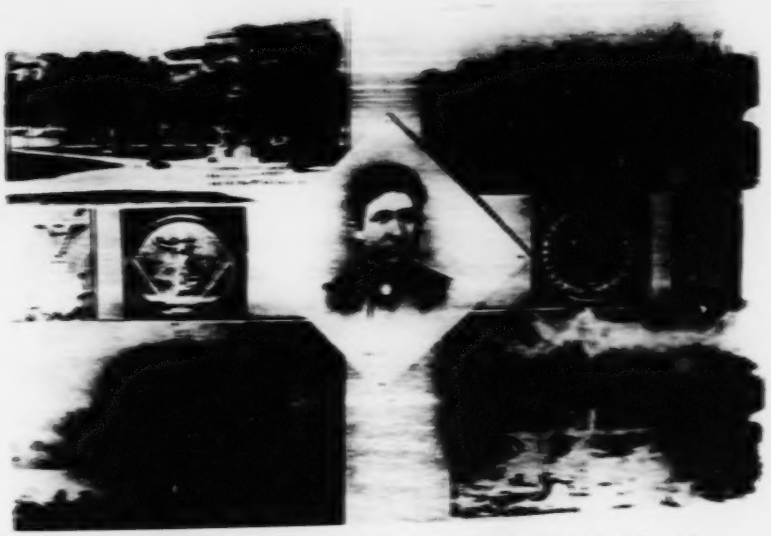
In July, 1881, a violent thunderstorm flooded the Des Moines River and other streams. On that evening, a locomotive engine set out from Moingona station in Boone County to test the railroad bridge over Honey Creek in front of fifteen-year-old Kate Shelley's house. With a terrific crash and the hissing of hot metal, the tester engine collapsed the bridge and fell into the creek. Kate ran out into the storm to warn a nearby railroad stationmaster; the evening passenger train would plunge into the floodwaters if someone didn't stop it. Grabbing a shawl and a lantern, she stumbled down a muddy path through the woods until she reached the lengthy Des Moines River bridge.

What happened next truly made her a hero. To prevent pedestrians from crossing the dangerous bridge, the Chicago and North Western Railroad Company had recently removed the plank walkway. Even in the daylight, the bridge was difficult to cross – the ties were far apart and studded with spikes. Kate had to crawl across the slippery ties on her hands and knees; the howling wind blew out her lantern. Beneath her, the flooding river shook the foundations of the bridge. Somehow, she made it across. Bleeding and scared, she ran on to the station where she breathlessly

This picture of Kate Shelley was taken three months after she saved the train at Honey Creek. She is wearing the medal presented to her by the Iowa legislature. SHSI (Iowa City)

Kate Shelley was the subject of many newspaper articles and a few children's books. Artists also often recreated Kate's heroism.

BEST COPY AVAILABLE



To help support herself and her family, Kate produced and sold postcards to curious tourists. This one features scenes of Kate's life and heroism. SHSI (Iowa City)

warned the stationmaster that the passenger train must not go through. She had run more than two miles.

Kate Shelley's actions captured the imagination of people around the country. As a reward for her bravery, the Iowa legislature awarded Kate a gold medal and two hundred dollars; employees of the Chicago and North Western Railroad gave her a gold watch. The railroad's owners donated much-needed groceries, coal, and some cash to Kate and her family. Songs, stories, and poems about her deed flourished for nearly 75 years.

Although people have retold the story of Kate Shelley's bravery many times, there is one question that is seldom answered: what happened to Kate after her heroic act? Kate used her new-found hero status to give herself more opportunities in life.

Some people, reading about her in national newspapers, donated money to a college scholarship fund in her name. Kate jumped at this opportunity. The daughters of railroad workers usually could not afford to go to college. Instead, girls like Kate were often encouraged to marry early. Kate, however, valued her independence. She wanted an education before thinking about getting married. This was a decision that many of her admirers did not understand. Some newspapers tried to write a storybook ending to Kate's heroism, reporting that Kate was to be married to the conductor of the train she saved. Kate wrote back to the newspapers and denied her reported engagement. She was happy attending Simpson College in Indianola. In two years, Kate received her teaching certificate.

Kate's teaching salary, however, was not enough to pull the Shelley family out of poverty. A legal battle over the land on which the Shelleys lived further drained the family's resources. They risked losing their house unless someone made more money. Kate once again came through as a hero. Because many people enjoyed hearing about the night Kate Shelley saved the train, she decided that she would lecture

BEST COPY AVAILABLE

about her terrifying experience at Honey Creek. Audiences paid Kate to tell them her story.

Kate Shelley realized there was money to be made in being a well-known hero. Unfortunately, so did someone else! Kate found out that a woman in Ohio pretended to be Kate Shelley to get money from unsuspecting railroaders. Kate took to the lecture circuit again to defend herself against imposters.

In her lectures, Kate argued that the State of Iowa and the Chicago and North Western Railroad Company owed her something for saving the train. Kate pointed out that she had not made much money from her deed. One year she actually sold artificial flowers at the Iowa State Fair to make ends meet. One Chicago newspaper responded to Kate's lecture by collecting money for her family. Finally, the railroad company rewarded Kate's heroism by giving her a job as a railroad stationmaster – a rare position for a woman in those days. She held the post until her death in 1912. ☆

Hangin' with heroes

BEST COPY AVAILABLE

by Linzee Kull McCray

Homefront heroes

Girls in Clarinda, Iowa load trucks with paper they have collected. 1940s.

Sometimes when kids learn about a global problem it seems too big to solve themselves. But during World War II, kids in Iowa and across the United States helped "Uncle Sam" (the federal government) with one of the world's greatest problems – a world war.

The United States entered the war on December 7, 1941, when the Japanese bombed the U. S. Fleet in Pearl Harbor, Hawaii. As a result, U.S. defense plants desperately needed metal to build tanks, jeeps, and ships and to make weapons. Uncle Sam issued a nationwide call for citizen aid, and children and their teachers pitched in to help. These homefront heroes went door to door with classmates, 4-H clubs, or Scout troops and gathered unused scissors, pots, pans, chair springs, and even old iron beds. And they did without things they needed or wanted, like sugar and new shoes, so U.S. troops overseas would be suitably supplied.

Schools held competitions, seeing who could gather the most metal. In Ottumwa, Principal Ann Wilson kept a scrapbook of her school's homefront activities. She saved a flier that encouraged kids to collect keys because they contained nickel and brass, much-needed high-grade metals. "Turn your keys into fighting power," the flier reads. Wilson's students at Garfield Elementary School collected 6,056 keys.

In addition to metal, kids collected newspapers, which were made into cardboard boxes for shipping food and medical supplies to U.S. troops; leftover cooking grease, an ingredient in ammunition and

12

BEST COPY AVAILABLE

medicine; and tin cans and toothpaste tubes, which were converted into food and medicine containers. Even floss from milkweed plants was carefully gathered to stuff sleeping bags and life preservers.

The collected items were sold to scrap dealers and profits were used in various ways. In Albia, the money helped buy playground equipment. Scouts in Osceola used the money to pay for summer camp. In Elkader, kids who collected the most scrap metal received free tickets to the county fair. In Davenport, Boy Scouts, Girl Scouts, Campfire Girls, and a group called the "Tin Can Commandos" were invited to a free movie in recognition of their hard work. Theaters sometimes offered matinee movies for the admission price of a piece of scrap metal. Newspapers printed many reports of the competitions and pictures of kids hauling scrap in wagons and wheelbarrows. Many people realized that the work of Iowa kids was important to the entire country.

Some kids gave the money they earned to the Red Cross or bought "Defense Stamps." These stamps were used to fund the war effort. Kids learned that ten cents could buy five bullets, two dollars could buy an Army blanket, and $18.75 could buy a winter flying jacket for an aviator. Principal Wilson's students bought $3,319.70 worth of Defense Stamps, nearly enough to supply U.S. troops with four jeeps.

Newspaper cartoons encouraged kids to aid the war effort by participating in scrap metal drives. SHSI (Iowa City)

Homefront heroes also helped the war effort by going without things they previously took for granted. Sugar, leather, and rubber were in short supply during the war because the fighting troops needed them. Joan Badding, who was seven years old and lived in the small town of Arcadia when the U.S. entered the war, remembers that families were given ration books.

"We were only allowed to have so much sugar and so much gasoline," Badding told *The Goldfinch*. "When the rations stamps were used up, that was it."

The war affected everyday life in other ways, too. Badding remembers struggling with

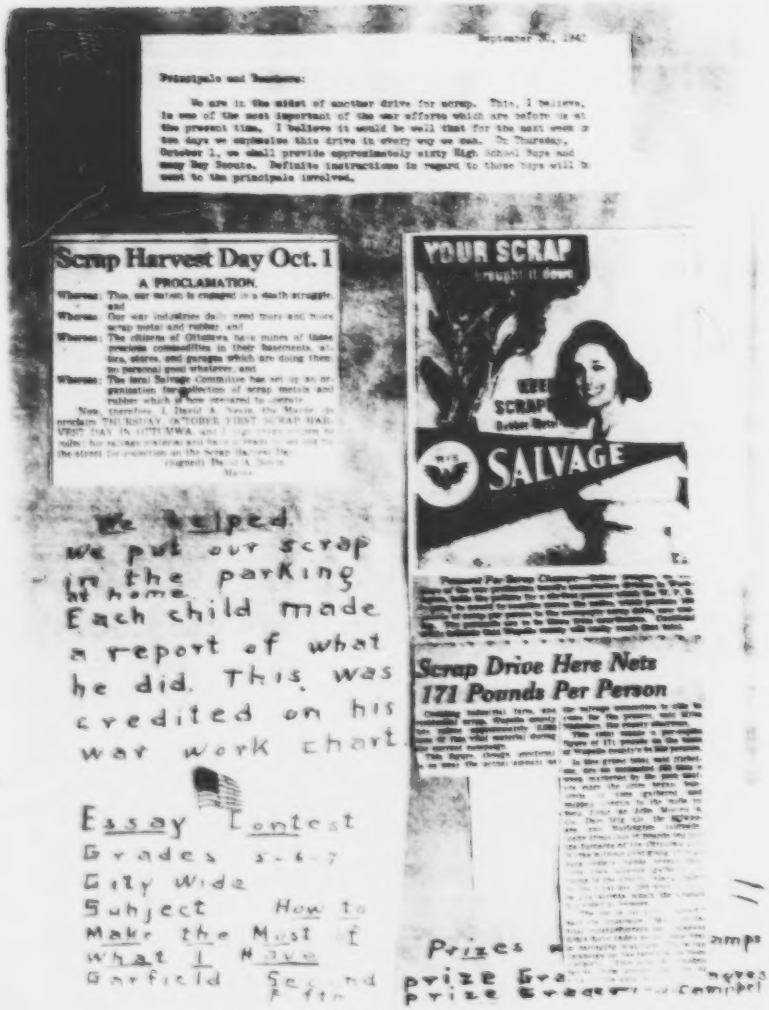
BEST COPY AVAILABLE

underwear that buttoned instead of pulled on, because elastic was hard to get, and standing in long lines for bananas, which were also scarce.

Many kids also gave up time with fathers, brothers, uncles, and friends who left Iowa to fight in the war. While many returned in good health, others came back injured or were killed in action.

Although Iowa kids had to work hard and make sacrifices, most felt that what they did to help their country was worthwhile. Badding sums up best the spirit of Iowa's young homefront heroes.

"We took pride in working," she said, "and we felt like we were doing our part. We knew we had something to fight for."


Principals and Teachers:
Scrap Harvest Day Oct. 1
A PROCLAMATION
YOUR SCRAP
SALVAGE
We helped.
we put our scrap in the parking at home
Each child made a report of what he did. This was credited on his war work chart
Essay Contest
Grades 5-6-7
City Wide
Subject How to Make the Most of What I Have
Garfield
Scrap Drive Here Nets 171 Pounds Per Person

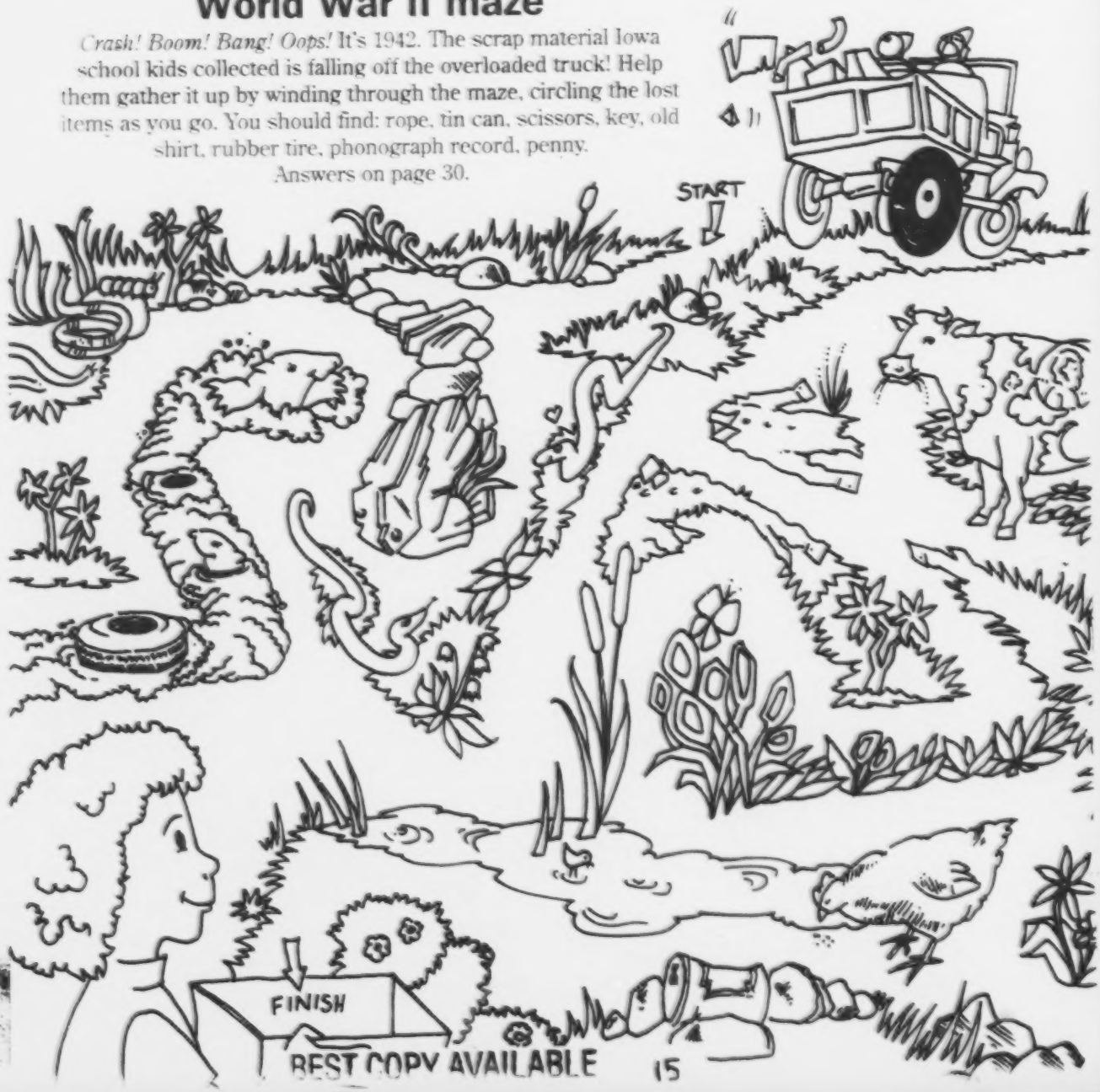
Principal Ann Wilson of Ottumwa kept track of her students' homefront activities in a scrapbook. This page describes a variety of activities, including a Scrap Harvest Day, students' war charts, and an essay contest with the theme, "How to make the most of what I have." SHSI (Iowa City)

BEST COPY AVAILABLE

World War II maze

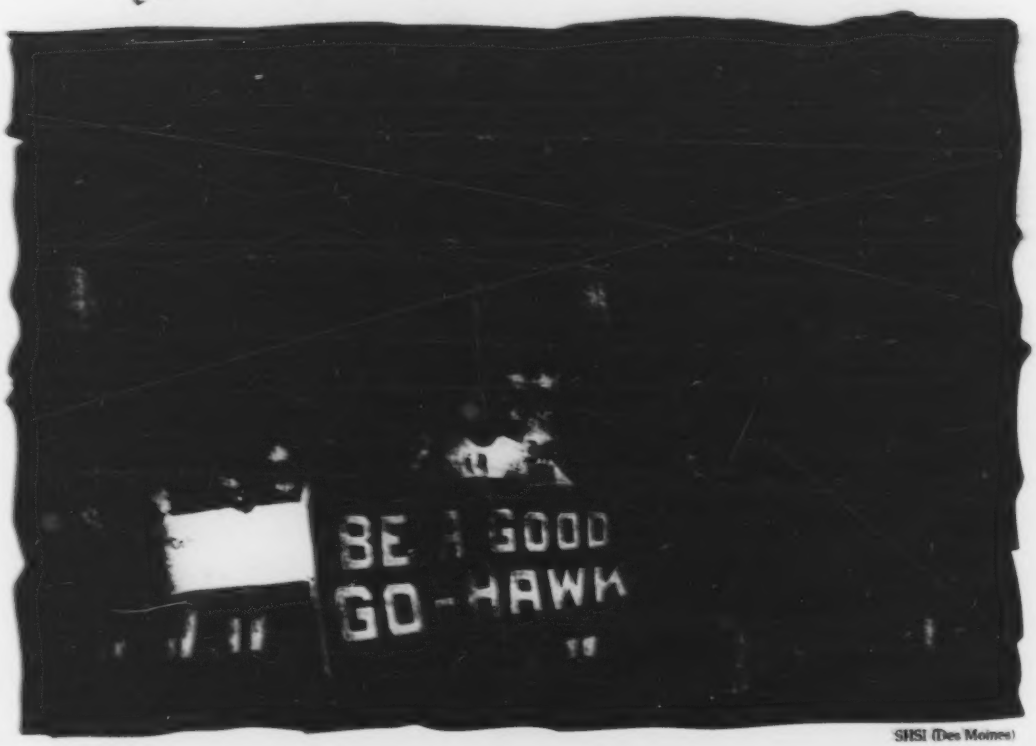
Crash! Boom! Bang! Oops! It's 1942. The scrap material Iowa school kids collected is falling off the overloaded truck! Help them gather it up by winding through the maze, circling the lost items as you go. You should find: rope, tin can, scissors, key, old shirt, rubber tire, phonograph record, penny.

Answers on page 30.



BEST COPY AVAILABLE

Be a photo historian

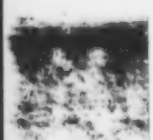


SHSI (Des Moines)

During World War I, Iowa kids joined a club called the Go-Hawk Happy Tribe. Boys and girls raised money for war orphans overseas. Some put on plays for families and neighbors. Others made and sold items. Louise Noun, who was a young girl during WW I, remembers selling flower bouquets at a flower fest. By 1921, kids in Iowa and across the country had raised more than four million pennies ($40,000).

The photograph above depicts a Happy Tribe event. To learn the who, what, when, where, and why behind the photo, study it carefully and answer the questions below. Answers on page 30.

1. Who are the girls in the photograph?
2. What do you think they will do with the dolls they are holding?
3. What year do you think the photo was taken?
4. What clues in the photograph tell you what time of year it was taken?
5. Why do you think the photo was taken?



BEST COPY AVAILABLE

MY HERO!

A scrapbook for Iowa heroes

by Todd Norden

People create scrapbooks to store memories about people, places, and events. Make a scrapbook about an Iowa hero you never want to forget. Your hero can be a famous or not-so-famous person in Iowa's past or present. Photocopy this two-page scrapbook, then fill it with photographs, illustrations, souvenirs, and other items about your hero. Fill in the blanks to create a scrapbook that makes you a part of Iowa's history!

Draw a picture of your hero in this space, or paste in a photograph.

My hero is

_____

My hero lives/lived in

_____

_____

I met my hero or learned about my hero when

_____

_____

BEST COPY AVAILABLE

This person is a heroic Iowan because

_____

_____

_____

_____

_____

Some qualities I admire about my hero are

1. _____
2. _____
3. _____

Attention Readers!
Send us a photocopy of your Hero Scrapbook and we'll send you a free prize! Remember to send us your name, age, and address.

Other Iowans and Americans should admire my hero because

_____

_____

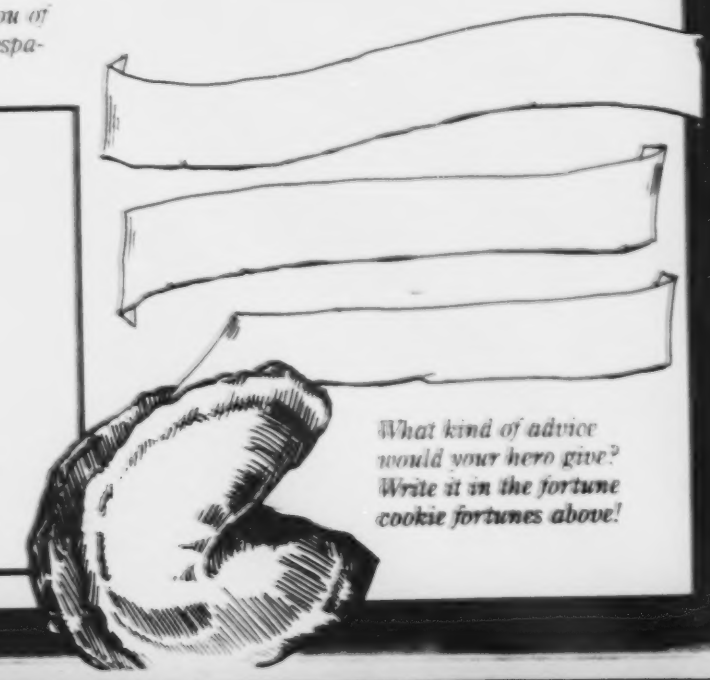
_____

_____

_____

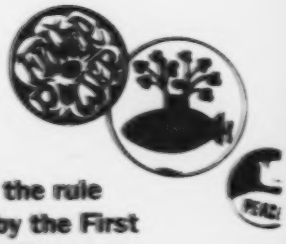
Paste something in this space that reminds you of your hero. (Consider ticket stubs, letters, newspaper clippings, photographs.)

BEST COPY AVAILABLE



What kind of advice would your hero give? Write it in the fortune cookie fortunes above!

Protest Heroes



by Cheryl Fusco Johnson

Is it heroic to break a school rule? What if you suspect that the rule violates the freedom of speech guaranteed to all U.S. citizens by the First Amendment of our Constitution? If you were John or Mary Beth Tinker or Chris Eckhardt, you would break the rule and change history.

The year was 1965. Many people hoped that the new president, Lyndon B. Johnson, would end the Vietnam Conflict. Instead, as Christmas approached, more and more U.S. soldiers were fighting and dying in this small, war-torn country.

A Christmas Day cease-fire had been planned. If all went well, the fighting would stop for a while. Senator Robert Kennedy wanted the cease-fire to mark the beginning of permanent peace. He urged the U.S. government not to restart the fighting after Christmas.

In Des Moines, Iowa, a small group of students agreed with Senator Kennedy. They wanted the war to end, too. To show everyone how they felt, the students decided to wear black armbands as symbols of peace and to show respect for people who had died in the war.

School officials in Des Moines learned of the students' plan. Afraid that the armbands would disrupt students and classes, officials issued a new rule: any student who wore a black armband to school would be suspended. Most students abandoned the plan.

Mary Beth Tinker, 13, did not. On December 16, 1965, Mary Beth wore a black armband to Warren Junior High School. Mary Beth's algebra teacher had lectured the class against wearing armbands. She knew that her teacher would be furious if she wore one to class. Still, Mary Beth did not take off the armband. She walked into math class, sat down, and was sent to the principal's office.

The same day, Chris Eckhardt, 15, wore an armband to Roosevelt High School and was also sent to the office.

The next day, Mary Beth's brother, John Tinker, 15, wore an armband to North High School. Two other students joined him in the protest. By the end of the day, all five students who had worn armbands in Des Moines public schools had been suspended. The students' actions and their punishments made headline news across the nation.

Some people in Des Moines were angry at the students and their families, and a few did terrible things. Red paint was thrown at the students' homes. Death threats were made. On Christmas Eve, an anonymous caller threatened the Tinkers with a bomb scare.

Other people argued that the school officials acted improperly. They believed that the First Amendment protected students' right to express their opinions by wearing armbands. The Des Moines school board disagreed.

Mary Beth, John, and Chris decided to fight for the right to

BEST COPY AVAILABLE

express their opinions. In April of 1966, they filed a lawsuit against the Des Moines school board, *Tinker versus Des Moines*, in U.S. District Court. The students asked the court to order school officials to end the ban on armbands. The court refused. The students filed an appeal.

Three years later, on February 24, 1969, the United States Supreme Court announced that the students were right. Mary Beth, John, and Chris had a Constitutional right to wear armbands to school.

In the court's written decision, Justice Abe Fortas declared that students do not "shed their constitutional rights to freedom of expression or speech at the schoolhouse gate."

The actions of these seemingly ordinary folks continue to inspire Americans. Many articles and books have been written about their case and there are even plans to turn the story into a television movie.

In the 30 years since the case, Mary Beth and John Tinker are most often associated with the historic court battle because it bears their name. Chris Eckhardt is sometimes forgotten as an important player. (See article next page, "The forgotten litigant.")

In 1994, the *Des Moines Register* called *Tinker versus Des Moines* possibly the most important case from Iowa. Because Mary Beth, John, and Chris stood up for their rights, freedom of expression is protected in Iowa's schools, and in schools across the country. ☆

Mary Beth Tinker, 13, and her mother listen at a Des Moines school board meeting in 1965. Note Mary Beth's black armband. Photo by Dave Penney/Courtesy of The Des Moines Register

YOUR TURN

1. How have the actions of Mary Beth, John, and Chris affected your life today?
2. At what point in the three-year process described in the article did these young Iowans become heroes?

BEST COPY AVAILABLE

The forgotten litigant

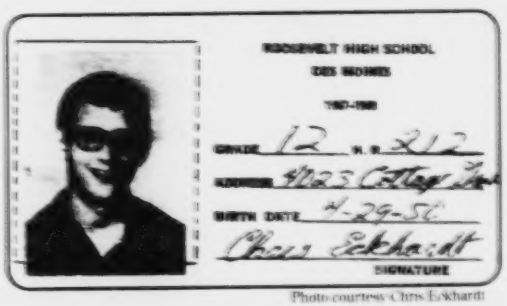
by John W. Johnson, Ph.D.

Chris Eckhardt, the third student in the black armband dispute, is often overlooked because his name is not part of the short title of the "Tinker case." But Chris is as much a kid hero as Mary Beth or John Tinker.

Chris was 15 and a sophomore at Des Moines' Roosevelt High School in 1965. He maintained a B-plus average and was active in student government, scouting, and his church. He earned money mowing lawns and shoveling snow. He also got into his share of trouble – but nothing serious. The lawyer who represented the Tinkers called Chris "a regular kid."

Chris wore a black armband to Roosevelt on December 16, 1965. It was his way to show that he supported an end to the fighting in Vietnam. Chris considered this an act of civil disobedience because he was openly defying a school district ban on armbands. He was prepared to accept the punishment for doing so.

As expected, Chris was suspended from school and also threatened by some classmates.



Chris Eckhardt was 15 years old when he was suspended from school for wearing a black armband. He used this I.D. card two years later.

(Photo courtesy Chris Eckhardt)

To face hostility and punishment took courage. The Supreme Court would later say that Chris had the legal right to wear an armband to school to express his beliefs, but that decision did not erase the anxiety Chris felt back in 1965 when he pinned the piece of black cloth to his sport coat. Standing up for what you believe, even if you are later proven right, is not often easy or pleasant. But sometimes that's what brings out a hero in a person.

It has been more than three decades since Chris wore his black armband to Roosevelt High School, but he still believes he did the right thing. And he has a Supreme Court decision to back him up. ☆

WHERE ARE THEY NOW?

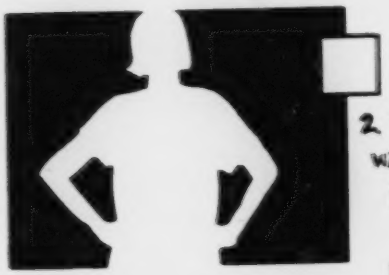
Thirty years after their heroic acts, these Iowa heroes are living ordinary lives. Mary Beth is a nurse in St. Louis. John is a computer programmer in Olin, Iowa, and Chris lives and works in Florida. They are often asked to speak to students and other groups. All continue to promote peace and kids' rights.

BEST COPY AVAILABLE

Who said it?

Give each hero their correct identity. Write the letter for their name in the box near them. Most of the quotes are direct quotes–the person actually spoke the words. Other quotes are words we imagine a hero might have said. Answers on page 30.

1. "I was too young to be admitted to the army as a regular soldier, but I wanted to serve my country so I joined up as a drummer boy. When I was captured and sent to Andersonville, I thought I would never again see my dear Iowa home."



2. "No matter what stands in your way, go for what's right. Don't let people walk over your beliefs."

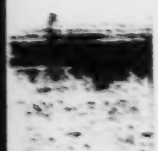
3. "The storm and all else was forgotten and I said I must go to the help of the men...I filled the little lamp, and for a wick cut a strip from an old felt skirt. I started out into the night and the storm to do what I could do."

A Kate Shelley
B Child who lived during WWII
C Clara Barton
D John Parker
E Isaac Brandt, child worker on the Underground Railroad
F George Earl

4. " Our school is doing a scrap paper drive to help win the war. The paper can be made into lots of things, like raincoats for soldiers fighting overseas."

5. "I went to the restroom where I was struggling to safety pin this arm band on. A friend came in and helped me."

6. "I learned the signs and the signals and the Negroes would have faith in me and obey me in everything."



Art by Mary Moe-Bowley

BEST COPY AVAILABLE

by Todd Norden

Fawn Stubben: heritage hero

Three years ago, Ames resident Fawn Stubben took a stand to defend her heritage.

Fawn Stubben and her family moved to Iowa from Nebraska when Fawn was 11. Immediately, the sixth-grader noticed that her new hometown of Ames was also home to stores, a park, a creek, and several other sites that included the word "squaw" in their names.

As a Native American, Fawn knew that the word – which originally meant woman or wife – had become an insulting reference to American Indian women and their bodies. She was hurt, angry, and frustrated.

"I was seeing it all the time," Fawn told *The Goldfinch*, "knowing it was wrong. I was fed up with things being named with it."

Determined to protect her heritage, Fawn turned her anger into action and dedicated herself to eliminating the word squaw from Squaw Creek, which runs through several Iowa counties. Her decision meant she would have to challenge the city of Ames.

Fawn Stubben

She began her campaign when she was 16. She wanted to know how Iowa officials chose names for public areas, such as creeks and parks, so she called Iowa's Department of Natural Resources. She learned that Iowa does not have a government body appointed with naming authority. Her calls directed her to the U.S. Board on Geographic Names in Virginia. Today, she follows this organization's instructions to continue her battle.

"I have to fill out a packet of 200 pages, figure out where the use of the word stands, and come up with a different name," she said. "I have to appear to the city council [in Ames] and give reasoning – my reasons for my fight. It's kind of embarrassing to stand in front of seven adults and tell them what the word means."

Fawn's displeasure with the word reflects her pride in her Native American heritage. Her mother is from the Turtle Mountain Chippewa tribe and her father is from the Ponca tribe. Jerry Stubben, Fawn's father, says his daughter's efforts are felt in Ames and around Iowa.

"It took a lot of nerve," he said of Fawn's work. "She has sensitized public officials and developers in the region. I doubt if that name will ever be used again in any new projects."

BEST COPY AVAILABLE

Fawn's father has assisted her efforts and is proud that she took the initiative to create community awareness.

"My dad's really helped me," Fawn added. "He helped me by getting the word out to workers and friends like the government liaison for Native American Affairs."

Maria Pearson, Iowa's government liaison for Native American affairs, said that the word squaw misrepresents the Native American heritage.

"It's not offensive to me," Pearson said. "What makes this a misrepresentation to other people is that when it's used, [people] should know what that word means. If you're going to use that word, use it accurately. Don't hide behind it."

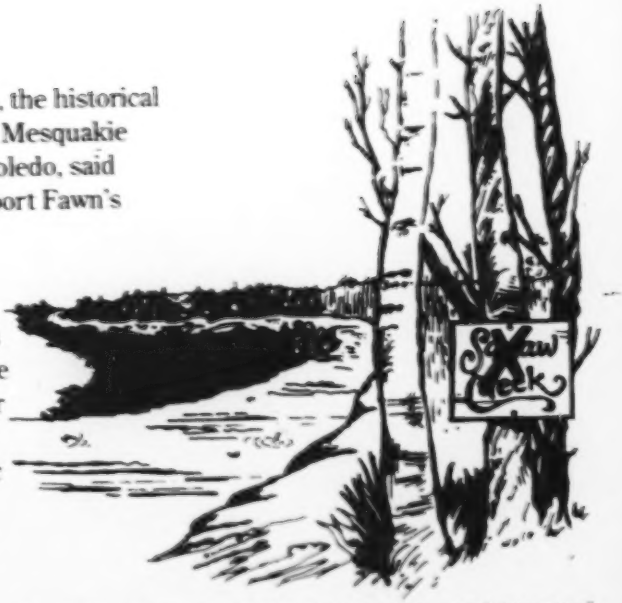
Pearson also applauds Fawn's work and her dedication to preserving the heritage of her people.

"I think it's great. We're preparing another generation to understand racism. She should be commended for her courage. The older generation should appreciate her effort."

Fawn has considered seeking the Mesquakie tribe's help. Johnathan Buffalo, the historical coordinator of the Mesquakie Settlement near Toledo, said that he could support Fawn's efforts.

"Personally, I think it's a bad name. It degrades our females. We've been degraded for 500 years and to the general public they're walking around thinking that they did something great," Buffalo said. "It stings a little. It'd be like if a mall were called Holocaust Mall. We're not angry, we know what it means. But we have to educate the general public first."

Despite Fawn's hard work, she says young people still have trouble earning respect. Some Ames residents believe that her father is pushing her to continue her fight. Others think she is overreacting. But this Iowa hero isn't going to give up. Now 18 years old, Fawn says that if kids want to make changes in the world, they shouldn't be afraid to express themselves.



Fawn Stubben would like to see the word "squaw" removed from Squaw Creek because the name is offensive to some Native Americans. Art by MMR

"Go for it. No matter what stands in your way, go for what's right," she said. "Don't let people walk over your beliefs."

YOUR TURN

1. How is Fawn a hero to Iowa's past and present?
2. Who might object to Fawn's project to change the name of Squaw Creek?

BEST COPY AVAILABLE

History makers

stories and photo by Millie K. Frese

***The Goldfinch* interviewed Governor Terry E. Branstad and Iowa kids about what it takes to be a hero.**

Josh Taylor fits the Governor's definition of an Iowa hero.

Some heroes save lives. Others help people in times of crisis. Still others do things they may not realize are heroic. In almost all cases, heroes don't even think about being heroes while they perform heroic acts.

"We often think of a hero as someone who does something extraordinary – someone who takes quick action to save another person, often putting themselves at risk," said Iowa Governor Terry E. Branstad. But according to Governor Branstad, a hero is also "someone who does ordinary things that make a difference in other people's lives."

What makes an Iowa kid hero? It starts, said Governor Branstad, with being a good citizen. Obey the laws. Be responsible. Respect adults, other kids, authority, and yourself.

"A hero treats everyone with respect and dignity," Governor Branstad told *The Goldfinch*. "A hero goes beyond obeying laws and rules and looks for ways to help other people." Shoveling the sidewalk for an elderly neighbor or mowing the lawn for a neighbor who is ill – these acts, said Governor Branstad, are the beginnings of heroism.

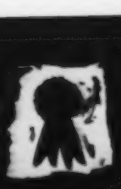
BEST COPY AVAILABLE

Josh Taylor, 11, doesn't think of himself as a hero, but he certainly fits the governor's definition. You'll find him at the Urban Visions building in Fort Dodge four afternoons a week, helping out and having fun.

Urban Visions is a community organization that offers after-school programs and tutoring and organizes neighborhood clean-ups and many other activities.

"Josh is the type of kid who will encourage other kids when they're down," said Jimmy Crooks, who works at Urban Visions. "He always says 'yes' when I ask him to help. Whether it's to clean the restrooms or help other kids with their homework, he's always ready."

Josh wants to be a professional football player when he grows up. Or a musician. He plays drums for the Urban Visions Drill Team and takes piano lessons. To other potential kid heroes in Iowa, he offers the following advice: Stay in school. Stay out of trouble. Stay away from drugs.



Iowa's Lifesaving Awards

For more than 20 years, the Governor's office has presented Lifesaving Awards to deserving Iowans. Recognizing local heroes, points out that ordinary people can do extraordinary things for other people in times of need. Governor Terry E. Branstad told *The Goldfinch*.

The Governor's office recognizes about 15 to 20 heroes a year, including young heroes like Travis Ohrt of Quasqueton.

Travis was 12 years old when he saved the life of his sister, Tebra. On March 28, 1994, they were at home playing Nintendo and eating jelly beans. Tebra started laughing and inhaled a jelly bean that became lodged in her throat. Travis had learned the Heimlich maneuver in school and through the Boy Scouts. In their moment of crisis, he knew exactly what to do. After two attempts, her throat was clear.

If Travis had panicked, or not known the right procedure, his sister, Tebra might not be around today. For his life saving efforts, Travis received the Outstanding Service Award.

"It's good to recognize the positive things our young people do," said Lieutenant Gary Hoskins of the Iowa State Patrol, who helps select recipients for the awards. "The pay-off is to the ones who take a stand to do what's right."

BEST COPY AVAILABLE

Meeting in a state of minds

A play to read or perform

by Diana Star Helmer

Read this play to yourself or perform it with friends. To begin, set up two tables and chairs to represent a radio studio. Then read through the play a few times.

The words in italics and parentheses (*like this*) tell the actors what to do as they speak.

You will need two long tables, angled toward each other, eight chairs (seven at tables, one off to side of stage). Kate, George, and Susan sit at one table. John, Mary Beth, Chris, and Fawn sit at the other.

Check out the illustrations throughout the play for costume ideas.

Narrator
Kate Shelley, age 16
George Tod, age 16
Susan Clark, age 12
Chris Eckhardt, age 15
John Tinker, age 15
Mary Beth Tinker, age 13
Fawn Stubben, age 16

The Goldfinch time machine has zoomed through Iowa history collecting personalities for a hero radio broadcast. These special guests will discuss their heroic acts in Iowa history.

Editor's Note: This is a fictional play based on the heroic acts of actual Iowans.

Narrator (*standing between the two tables*) Welcome to a special radio broadcast of "Meeting in a state of minds." Today we'll be talking to young Iowa heroes. Please give a warm welcome to (*motions to one table*) Susan Clark, George Tod, Kate Shelley; (*motioning to the other table*), Fawn Stubben, Chris Eckhardt, John Tinker, and Mary Beth Tinker. (*Narrator urges audience to applaud, then is seated on the side of the stage*)

Chris (*looking at Kate, Susan, and George, who are obviously not of a recent era*) Kate Shelley and Susan Clark are here? And George Tod?

John: But they're dead!

Mary Beth: Wow! If Kate and Susan and George are here, we can ask them about some other Iowa heroes, like Herbert Hoover and Carrie Chapman Catt.

Narrator: (*shaking his/her head*) I'm sorry, but I'm afraid all that is against the law.

Mary Beth: What law?

BEST COPY AVAILABLE

John (*half rising from his chair in excitement*): Law is often a matter of interpretation, you know:

Narrator: Discussing the afterlife with the dead is against the Law of Nature.

Chris: Bummer. Not much chance that one's been misinterpreted.

Narrator: However, you bring up an interesting point. Most of life is a matter of interpretation: Is the glass half empty or half full? Are the personalities gathered here today heroes . . . or not?

George (*motioning to the other table*): Well, of course, these three live ones are heroes. (*To Mary Beth*) Oh, beg pardon, Miss – and heroine, too. They challenged the law, and where would any of us be without the law?

Kate: Mr. Tod knows whereof he speaks. George Tod was a boy who went to war in 1862, a war where he defended the laws our founders made – laws of liberty and justice for ALL. One of those precious liberties is freedom of speech – the right protected by this valiant threesome.

George Tod

Mary Beth Tinker, John Tinker, and Chris Eckhardt

George: Mr. Chris Eckhardt, Mr. John Tinker and his sister, Miss Mary Beth, defended the rights of all Americans – young as well as old – to speak as their consciences speak. They believed the war in Vietnam was wrong . . . (*he stops, at a loss for words*)

Kate (*looking at George*): And none here knows better than you that all war wastes lives. Yet the U.S. Supreme Court had to decide if these three could even express that thought by wearing armbands to school to protest the war.

Chris: The courts have always known the power of thought. I mean, what are laws except somebody's thoughts? If people

BEST COPY AVAILABLE

Fawn Stubben

don't think the right things, we won't have the right laws. That's why Fawn Stubben is a hero. She got people to think about what they were thinking and doing and then ask why.

John (*explaining to Kate, Susan and George*): When Fawn moved to Iowa in the 1980s, she found a lot of landmarks here with the word "squaw" in their names.

Mary Beth: A lot of people had no idea that the word is often offensive to Native American women.

Fawn (*nodding her head in agreement*): Worse than offensive.

Chris: She spoke out so people could learn that Native Americans were offended by ignorant misuse of their language. Language is meant to communicate. We should know what words mean before we use them.

Fawn: Words have no meaning – even the words of the law have no meaning – if people's actions don't support those words. That's what made Susan Clark a real hero – she made the law mean something.

Susan (*shy all of a sudden, looking down*): All I did was go to school.

Fawn: You went to the "whites only" school. You were twelve years old, but you were the one teaching grown-ups about the laws they made. Laws that said people were supposed to be equal in this state, no matter the color of their skin. You couldn't get an equal education in the school they wanted you to go to. You stood up for what was right.

Susan: Somehow, just standing doesn't seem so very brave. My family stood with me, too – maybe that's why I think of myself as so different from all of you. (*she indicates Kate and George*) True, I stood up for the law. But you said law is just words, unless there is action to go with it. Mr. Tod's war helped create the law I wanted to uphold. Miss Shelley and Mr. Tod were not afraid to take action.

Kate: Oh, we were afraid, all right (*looks at George*). But I beg your pardon – I should speak for just myself.

George (*glancing at Kate*): I was scared, make no mistake. When you're prisoner in an enemy war camp, with at least half the men bigger and older than you – and most of 'em a lot meaner – there's no getting around the fear.

Kate (*nodding her head*): I also know about the wisdom of fear – when you're on a wooden bridge in the dead of night, in a rainstorm, fearing that any moment the train you're trying to save will come crashing to its

BEST COPY AVAILABLE

destruction, taking you along with it – it's wise to be afraid, to hold tightly, to pray. It's wise to be afraid of things as strong, or stronger, than you.

Mary Beth (*to Kate*): Yes, but you still went out into that storm to save the train. You could have said it was too dangerous.

Chris (*to Kate*): You could have said it wasn't your concern.

John (*to Kate*): Or you could have waited for someone to help you.

Susan Clark

Susan (*to Fawn*): You could have treated those around you the way they were treating you.

Fawn (*to Kate and Susan*): You could have given up.

Susan: We all had choices.

George (*to John, Mary Beth and Chris*): Could you have done anything but what you did? (*they shake their heads and George turns next to Fawn, then Susan*) Could you? Or you?

Kate: To others it may appear as if we had perhaps many choices. But there was only one choice. We had to be true to ourselves. That's something we do every day, something millions of people have done every day – so it doesn't seem heroic to us. (*looks at Narrator*) None of us feels like a hero. Would you like us to go back into Iowa history to try to find you some more appropriate people for your heroes broadcast?

Narrator (*standing between two tables*) Thank you, but no. I think you all have given our audience an excellent idea of what it takes to be a hero, in Iowa or anywhere. (*stands, addresses audience*) That's our special edition of "Meeting in a state of minds." And remember, you can find our station any time – just by keeping an open mind.

Kate Shelley

☆ ☆ ☆

The performers shake hands with one another, then with members of the audience, answering questions.

BEST COPY AVAILABLE

Answers

WW II hidden picture maze (page 14)

Be a photo historian (page 15)

1. Happy Tribe members
2. Give them to war orphans
3. Between 1914 and 1918
4. The coats and hats the girls are wearing and the Christmas decorations indicate winter
5. To publicize the activities of the club

Who said it? (page 21)

1. F
2. C
3. A
4. B
5. D
6. E

HISTORY WINNERS

CONGRATULATIONS TO IOWA'S YOUNG HISTORY HEROES!

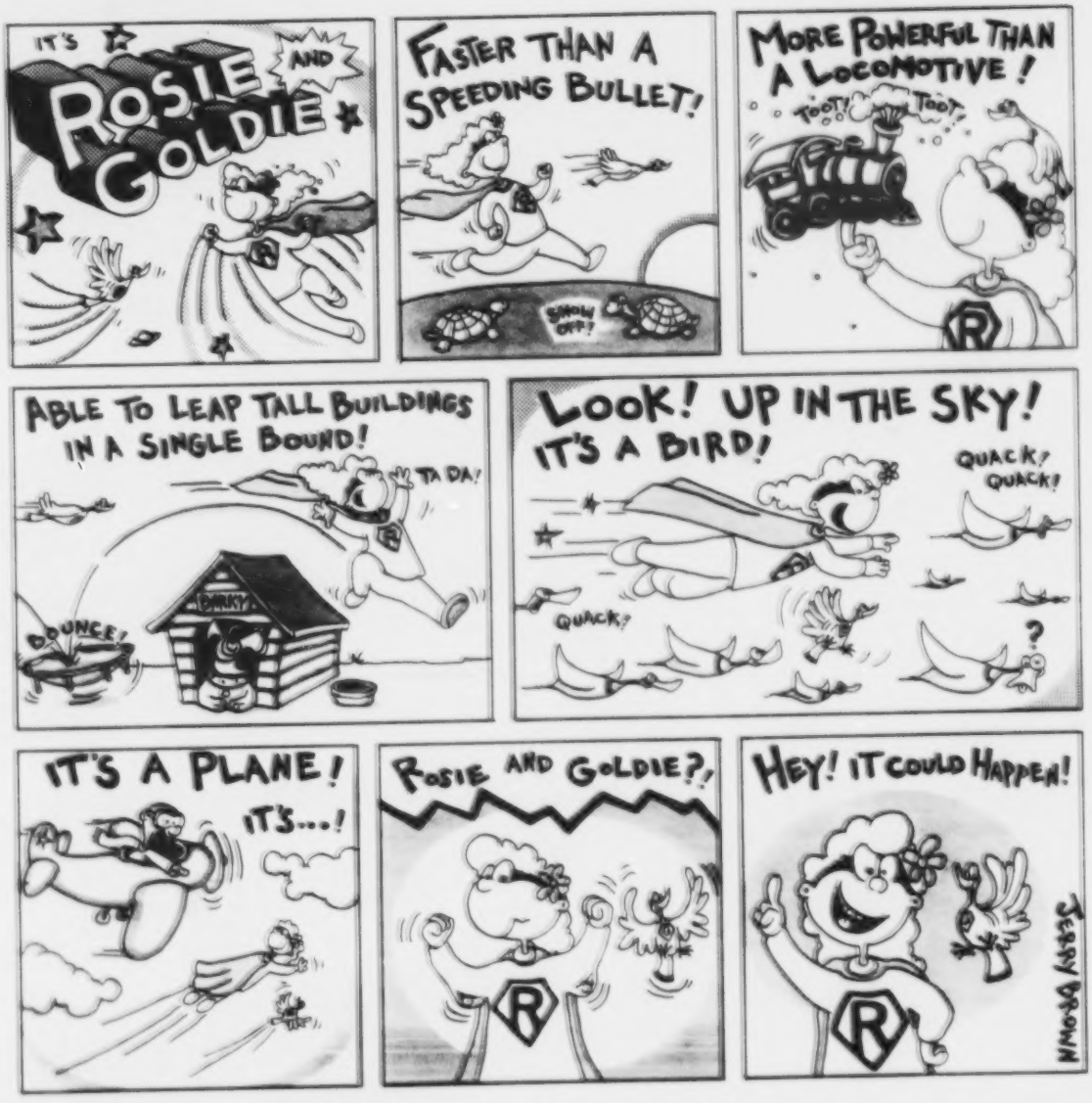
Hip Hip Hoorah! *The Goldfinch* congratulates the 1996 winners of the Write Women Back into History Contest and the Iowa History Day champs who traveled to Washington D.C. in June to present their history projects. To learn how you can be a history hero, contact the following organizations:

Write Women Back into History
IA Commission on the Status of Women
Lucas State Office Building
Des Moines, Iowa 50319
1-800-558-4427
Contact: Stephanie Pratt

History Day
State Historical Society of Iowa
600 E. Locust
Des Moines, Iowa 50319
515-281-6860

BEST COPY AVAILABLE

The Roost



BEST COPY AVAILABLE

IOWA'S
"A hero goes beyond obeying laws and rules and looks for ways to help other people."
- Terry E. Branstad, Governor of Iowa
HEROES

THE Goldfinch

US ISSN 0278-0208
State Historical Society of Iowa
402 Iowa Avenue
Iowa City, Iowa 52240-1806

Second-class postage paid
at Iowa City, Iowa

Social Studies Dev Center
2805 E. 10th St Suite 120
Indiana UniversityITE 120
BLOOMINGTON IN 47405

BEST COPY AVAILABLE